



Montana schools

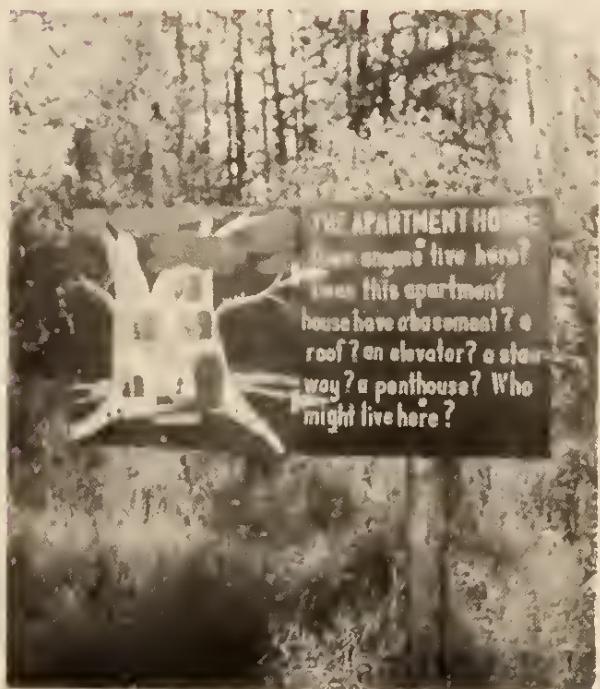
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Lincoln County Looks Outdoors

"Whose woods these are, I think I know. . ."



Students follow specially designed trails which have been posted with signs explaining the surrounding environment.

Students in Lincoln County are going to be asked some interesting questions about their environment this year. The answers to those questions can be found in an outdoor classroom designed to provide year-long environmental education.

Using a Title IV adoption grant, three schools, Eureka, Fortine and Trego, along with local merchants, citizens and the U.S. Forest Service combined efforts to provide students the opportunity to learn about the delicate balance between nature and man. The project is located in an area surrounding the Ant Flat Ranger Station. The outdoor classroom as well as indoor facilities were made available by the U.S. Forest Service through a no fee special use permit.

The program, designed after a similar model in Billings, was coordinated by County Superintendent Penny Underwood with help from Tom Pollworth, Mike Sartori, Terry Utter and Dick Rath.



John Prichard, Forest Service Supervisor.



Left to right: County Superintendent Penny Underwood, Tom Pollworth, Debbie Richau, Mike Sartori and Dick Rath.



"The woods are lovely, dark and deep
Robert Frost

Business Education Week

Students Look at Free Enterprise

"I learned a lot about business and what all goes into running one--it's not all fun and money," said one student on his final evaluation form the last day of Business Education Week (July 9-15) at Western Montana College in Dillon.

Nearly 55 high school students and 13 teachers participated in lecture and discussion sessions led by 43 business, educational and governmental leaders. Subjects ranged from the organization of a corporation to why businesses fail.

Business Education Week was sponsored by the Resource Education Foundation with the Office of Public Instruction, Montana Chamber of Commerce and Western Montana College as cooperators. Its purpose was to provide students and teachers an opportunity to learn about the operations of business and the private enterprise economic system.

A unique aspect of the week included participation in a computer game designed to simulate management decisions. Students and teachers were assigned to "companies" led by a Business Advisor. Three companies formed an industry in which they competed against one another. Decisions concerning the amount of money to spend on marketing, production, facilities, research and development as well as which markets to compete in and the price of the products were given to the computer each morning. Evening meetings were devoted to discussions of the results which provided industry-wide data with the company's confidential economic situation.

Student scholarships solicited from businesses and corporations throughout the state paid for the expenses of each student. In addition to attending all sessions, teachers served as dorm counselors. The nine business advisors were "loaned" by their companies to assist during the Week.

Speakers included Joe McElwain, president of Montana Power; Roy Weiland, manager, Exxon Refinery;



Superintendent of Public Instruction, Georgia Rice visits with students during the barbecue which opened the week-long program.

Frank Hemphill, Sears & Roebuck and Archie Miller of J.C. Penney's. Don Crosser, owner of Eliel's Department Store in Dillon and Bob Leipheimer of the Outdoorsman in Butte presented some of the problems of the small businessman. Governmental personnel from the Small Business Administration explained why businesses fail. Maxine Johnson, Director of the Bureau of Business and Economic Research, told the group about the components of Montana's economy and Bob Gilmore of the International Union of Operating Engineers explained the relationship of labor in the free enterprise system.

Next year's Business Education Week will be June 24-30 at Western Montana College. The goal is 100 high school juniors and 50 teachers. A slide series about this year's Week will be available to students, teachers, advisors and anyone who wants to help encourage students and teachers to apply for the program. Write the Resource Education Foundation, Box 5027, Helena, MT 59601 for information.



President of Montana Power, Joe McElwain, answers questions from students following his presentation.

Vote "Yes"

When Montanans vote in November's general election, the most critical issue on the ballot will be incorporated in Referendum 75--a measure seeking renewal of the six mill levy for maintenance, support and improvement of the University System's six units.

In the present absence of an effective substitute tax source, continuance of this levy--which was approved for 10 year periods in 1948, 1958 and 1968, is absolutely vital if higher education in Montana is to keep pace with its neighboring Rocky Mountain states. Representing over 15 per cent of the system's operating costs, revenues from this levy are one of the basic foundations on which the University Units exist. Failure of the measure would deprive the system of an estimated \$21 million next biennium at a time when enrollments and costs are at record peaks.

Backers of the referendum point out that this proposed levy is neither an increase nor addition to present taxes--despite inflation and declining purchasing power of the dollar since the same levy was last approved in 1968.

Supporters also emphasize that the six mill levy is permissive and need not be assessed either in full or in part should other revenue sources prove available during the upcoming decade.

Every Montanan has a vital personal stake in the well-being of this state's colleges and universities. In an era of worldwide turmoil, we cannot gamble with our most priceless asset--the brainpower of our youth.

Referendum 75 incorporates a tried and true method of financing which ensures continuing quality and progress in Montana's University System at a time when only the best is mandatory to the future of both state and nation.

fices, and the special education departments. The project will have four components--regional metric consultant training, metric programs for the cooperative extension service, specialized metric curricula for special education students and the development of a complete metric education assessment project which can be used for the evaluation of metric education programs throughout the U.S.

The main purpose of the regional metric consultant training program will be the training of 120 metric leaders. These persons will be chosen from all fields of education. Teams of two or three representatives from local districts or geographic areas will be instructed in all phases of the metric system, and will develop processes for presenting metric education workshops within their local area. They then will be available for metric programs for teachers within the local district as well as awareness programs for service groups, public information, PTA groups and others as requested.

The second phase of the consortium will deal with cooperative extension service agents. Math resource personnel at the universities specializing in the cooperative extension work will assist state extension staff in presenting workshop training for 250 county extension agents. Special metric education packets will be developed to be consistent with the local needs.

This phase of the consortium effort also will involve a great deal of public awareness of the metric system. A majority of the local agents are involved in publication of newsletters, newspaper articles, radio or television programs. Through use of these media the public will become more aware of the metric system as local agents incorporate metric awareness announcements in their publicity activities.

The special education program will be directed by Eastern Montana College and the Institute for Habilitative Services. Fifteen special education resource teachers chosen from the three-state area will attend a three-week metric education program at EMC. During that time, these teachers will be instructed in many aspects of the metric system and then will assemble metric teaching materials which can be utilized with special education students. They also will develop special curricula for the implementation of the metric system with special students.

Following the summer program these resource teachers will then conduct metric education workshops for special education teachers with respect to the utilization of the metric teaching materials and special education curricula which have been developed.

The grants were awarded on a competitive basis from more than 500 applications submitted from throughout the U.S. The MCTM grant was one of less than 100 which received funding this year.

The Office of Public Instruction personnel working in cooperation with MCTM, school districts, and universities are: Gary Hall, science/math consultant and Shirley Miller, special education unit director.

Metric Education Awarded Grant

A \$92,000 USOE metric education program grant has been awarded to the Montana Council of Teachers of Mathematics to influence metric education in Montana, Idaho and Wyoming by funding the Tri-State Metric Consortium.

The aim of the project, directed by MCTM, will be to increase school metric education programs, public metric awareness, and development of metric education curricula for special education students in the three states.

The consortium is a cooperative effort which will involve nine universities, the three state education offices, the cooperative extension of-

Attorney General Addresses Private School Accreditation

The following Attorney General's Opinion was requested by Mr. Rick Reese, Assistant to the Board, Board of Public Education:

Mr. Rick Reese
Board of Public Education
33 South Last Chance Gulch
Helena, Montana 59601

Dear Mr. Reese:

You have requested my opinion on the following questions:

1. Does the Board of Public Education have the responsibility and the authority to accredit private schools as well as public schools?

2. Must private schools comply with the same basic instructional program which the Board of Public Education has provided for public schools?

3. Does the use of state resources for accreditation of private schools constitute a violation of Article X, Section 6, of the 1972 Montana Constitution?

Question 1:

Article X, Section 9(3)(a) of the Montana Constitution (1972) establishes a board of public education to exercise general supervision over the public school system. The authority for the Board to adopt standards of accreditation is found in Section 75-7501, R.C.M. 1947, which provides:

Standards of accreditation for all schools shall be adopted by the board of education upon the recommendations of the superintendent of public instruction.

This statute imposes a duty upon the Board to adopt accreditation standards for all schools. The term "school" is defined in Section 75-6601, R.C.M. 1947:

As used in this title, unless the context clearly indicates otherwise, the term "school" means an institution for the teaching of children that is established and maintained under the laws of the state of Montana at public expense. (emphasis supplied)

Section 75-7501 refers to schools in granting authority to the Board to adopt standards of accreditation. The statute makes no reference to private schools. In interpreting a statute, courts must simply ascertain and declare what in terms or in substance is contained in the statute and will not insert what has been omitted. *Security Bank & Trust Co. v. Connors* Mont., 550 P.2d 1313 (1975); *Dunphy v. Anaconda* 151 Mont. 76, 438 P.2d 1313 (1968). The legislature has not granted authority to the Board of Public Education to accredit private schools, since no reference to private schools is contained in the statutes.

Question 2:

Your second question is answered by Sections 75-6303 and 75-7503.1.

Section 75-6303 is a compulsory school enrollment statute which provides:

Any parent, guardian or other person who is responsible for the care of any child who is seven (7) years of age or older prior to the first day of school in any school fiscal year and has not yet reached his sixteenth birthday and who has not completed the work of the eighth (8th) grade, shall cause the child to be instructed in the program prescribed by the board of public education pursuant to section 75-7503.1. Such parent, guardian or other person shall enroll the child in the school assigned by the trustees of the district within the first week of the school term or when he establishes residence in the district unless: (1) the child is enrolled in a private institution which provides instruction in the program prescribed by the board of public education pursuant to section 75-7503.1. (emphasis supplied)

Section 75-7503.1 provides:

The board of public education shall define and specify the basic instructional program for pupils in public schools, and such program shall be set forth in the standards of accreditation.

The purpose of a compulsory school enrollment law is to assure that all children receive a minimum education. Students must attend some form of school, public or private, that provides the basic instructional program specified by the board of public education. The basic instructional program is a part of the accreditation standards. Private schools must comply with the same basic instructional program adopted by the Board for public schools in order to come within the exception specified in Section 75-6303.

Question 3:

At the present time the Board of Public Education has neither the responsibility nor the authority to accredit private schools. Consequently, it is unnecessary to address your third question concerning Article X, Section 6 of the 1972 Montana Constitution.

THEREFORE, IT IS MY OPINION:

1. *The Board of Public Education does not have the authority nor the responsibility to accredit private schools.*

2. *Private schools must comply with the same basic instructional program which the Board of Public Education has adopted for the public schools.*

Very truly yours,

MIKE GREENLY
Attorney General

Questions or comments regarding this opinion should be directed to the Attorney General.

Privacy Act not violated in child abuse reports

Montana Schools received the following information from the U.S. Commissioner of Education, Ernest Boyer, regarding reporting incidents of child abuse and neglect.

'School officials have expressed concern that, by reporting incidents of child abuse and neglect, they will violate the Family Educational Rights and Privacy Act (FERPA) and thus jeopardize federal funding for their schools. The Office of Education has discussed this issue with the Office of Management Analysis and Systems, which administers FERPA and with the National Center on Child Abuse and Neglect. We agree that the reporting of such incidents, made in good faith, will not violate FERPA.'

The FERPA establishes rules governing the release of information from education records. The Act does not restrict a teacher or school official from making a report based on his or her personal knowledge or observation.

The regulations governing the Act contain two provisions that permit disclosure of information contained in education records without obtaining prior parental consent. Section 99.31 (a)(5) permits disclosure to state and local authorities to whom information is specifically required to be reported pursuant to state statute adopted prior to November 19, 1974. As a result, in states having child abuse statutes enacted before that date, educational personnel may report incidents of child abuse and neglect without fear of violating FERPA.

Further, Section 99.36 permits disclosure to appropriate parties in a health or safety emergency. HEW has taken the position that, under this section, schools may disclose information, even in those states with no child abuse statutes or those states which enacted statutes after November 19, 1974, if school personnel determine, on a case-by-case basis, that there is a health or safety emergency. The regulations would require that the following factors be taken into account in such a judgement:

- *the seriousness of the threat to the child's health or safety;*
- *the need for the information from the child's education records to protect the child's health or safety;*
- *whether the information is being disclosed to persons who are in a position to deal with the emergency;*
- *whether time is of the essence in dealing with the emergency."*

What is an IEP?

One of the details essential to a Title I program is the generating of a strong Individualized Educational Program (IEP) for each identified educationally disadvantaged student receiving Title I services. Teachers often neglect the development of IEP's because they are not sure what an IEP is nor how to develop one for Title I students.

As defined by P.L. 94-142, the IEP is "...a written statement for each . . . child developed in any meeting by a representative of the local educational agency . . . qualified to provide . . . specially designed instruction . . . the teacher, the parents or guardian of such child and whenever appropriate, such child. The statement shall include (a) a statement of the present levels of educational performance of such child, (b) a statement of annual goals, including short-term instructional objectives, (c) a statement of the specific educational services to be provided to such child, . . . (d) the projected date for initiation and anticipated duration of such services, and appropriate objective criteria and evaluation procedures. . . for determining . . . whether instructional objectives are being achieved."

This definition, reduced to a one-page format, becomes the working focus of the Title I program. The purpose of implementing an IEP can be explained by carefully studying the words Individualized Educational Program. When identifying and serving the particular educational needs of Title I students, the teacher should deal with the education of each student on an individual basis. The focus is not to serve group needs but specific individual needs, such as those that initially indicated a necessity for Title I services.

The word *education* in connection with Title I projects would direct attention to remediation of basic skills in reading or math, without which further meaningful education cannot occur. Education as a term may also contain objectives in the affective realm, such as the child's approach to problem-solving situations or his/her self-concept, which also contribute to furthering meaningful education for that child.

Finally, the use of the word *program* connotes a well-planned, fully-developed sequence of learning, directed toward mutually agreed-on goals.

An important part of the definition of the term IEP includes the list of people who should be helping to develop this specific educational plan for the child. Two sources of valuable subjective information regarding the child are the parents and the classroom teacher. The lines of communication opened up by including these resources in the initial stages of the Title I program can prove invaluable later on. The people included in developing the IEP must be all the people who have a responsibility for the education of that child. To separate an educational plan for Title I instruction and remediation from the ongoing home and school education of a student is to significantly reduce the effectiveness of that Title I program.

There are added benefits for the child when all these people are involved cooperatively. The child realizes that people he/she cares about are interested in and value his/her education. The child can see more easily the activities of a Title I program as having an integral place in his/her education. This goal can be accomplished to an even greater degree by following a suggestion in the P.L. 94-142 definition of an IEP. That suggestion is to include the student in the actual designing of the IEP. A student may find it easier to achieve the goals of a Title I program if he/she has participated in the goal of development process.

A full understanding of the IEP and its developmental process would include the following details:

► The Individualized Educational Program for a child is not a completed form, but an ongoing process, subject to periodic review and revision.

► The Individualized Educational Program should be constructed using all subjective and objective input available from all persons involved in fulfilling the needs of the Title I child.

► The method by which the IEP is developed should comprise assessment, long- and short-term objectives, development of a written instructional plan and an evaluation procedure.

This brief bibliography is provided to encourage further research on the subject of IEP's.

EJ170965, *The IEP and Personnel Preparation*, American Education, Vol. 13, No. 8, Oct. 1977, pp. 6-8.

EJ169059, *Implementing the IEP Concept*, American Education, Vol. 13, No. 7, Aug./Sept. 1977, pp. 6-8.

EJ167899, Weintraub, Frederick J., *Understanding the Individualized Education Program (IEP)*, Amicus, Vol. 2, No. 3, April 1977, pp. 26-31.

If you would like further information regarding the subject of IEP's please contact an ESEA Title I program consultant.

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NEWSLETTERS



SCHOOL FOOD SERVICES CONVENTION

Approximately 340 school food service employees attended the Division of School Food Services and Montana School Food Services convention in Missoula and Billings in late August. The program was a cooperative effort between the Division of School Food Services and the Montana School Food Service Association.

The convention included many mini-workshops and demonstrations by local food service employees on new ideas for food preparation and service. Coupled with this was an excellent exchange of ideas. Food service employees also heard nationally recognized consultants talk about food, food preparation and new equipment.

An additional section was sponsored by various food and equipment vendors. Their exhibits were designed to demonstrate improved ways of preparing and serving food. The Division of School Food Services presented information on proposed meal pattern changes, the breakfast program and the school food services employee's training course. The conventions were well received by those in attendance.

DIVISION OF SCHOOL FOOD SERVICES TRAINING COURSES

The Division of School Food Services is developing self-study training courses designed to improve the knowledge and capabilities of school food service personnel. These courses will be available on two levels for cook technicians and managers at no cost to participants. For further information write to the Manager, Division of School Food Services, Office of Public Instruction.

IS NUTRITION IN YOUR CURRICULUM?

Is nutrition information included in your school in these courses--health, physical education and social studies? Nutrition should not be a separate subject but a part of all other courses offered and should be taught progressively from kindergarten through grade 12.

Perhaps nutrition education has been overlooked because the teachers lack adequate knowledge in this area. Ann Ferguson, Nutrition Education Consultant, is a nutrition education resource person in the Division of School Food Services. She is available to assist teachers in developing a nutrition education curriculum and supplying or locating resource materials. Please contact her for assistance.

BREAKFAST SNACK ANYONE???

It seems difficult to believe an estimated 60 percent of all students enter school each morning without an adequate breakfast. The consequences of these actions become very apparent to teachers and other students as the day progresses. Irritability, slowed perception and learning ability as well as physical weakness are the main manifestations of an empty stomach.

This phenomenon cannot be identified with any particular income group. Children from high income families as well as those from middle and low income families consistently fail to eat breakfast. While many of these children do not have access to breakfast foods, others are not physically ready to eat before they leave for school. Some students are on diets and others simply have not developed good eating habits that would dictate eating breakfast. Add to this the students that occasionally miss breakfast for any number of reasons and you see how quickly the estimated 60 percent becomes a reality.

Unions, industry, government and just about every other type of employer and employee have recognized the need for a "coffee break." So why not have a "nutrition break" for students? It perks them up and sets the stage for the rest of the day.

An increasing number of Montana schools are solving the problem by offering a breakfast snack during the morning. This snack consists of nutritionally good foods which entice students to eat. By consuming an adequate portion, the student alleviates hunger and frustration and at the same time generates a more positive learning acceptance pattern.

The program in Montana has proven its worth! Therefore, the next time a student's behavior is not within the accepted norm, perhaps he or she should be asked about what was eaten for breakfast.

Additional information on the breakfast program may be obtained by writing to: Manager, Division of School Food Services, Office of Public Instruction.

Free Materials

Anyone wishing to receive copies of the following free materials should contact Gary Hall.

METRICS:

1. The Metric system: A Bibliography of Instructional Materials, 1975 rev., 31 pp.

2. It's a Metric World, Reprinted from American Education, Dec., 1976, 10 pp.

MATHEMATICS:

1. Puzzles and Games In the Classroom, A Bibliography of Recreational Materials for Elementary Mathematics, 1972, B pp.

2. Teaching Elementary Mathematics Using Laboratory Approaches, 1973, 12 pp.

3. Prep Report No. 30 - Teaching Resources for Low-Achieving Mathematics Classes, 1970, 34 pp.

4. Math for the Motivated, 2 pp. D&R Report Vol. I, No. 9.

SCIENCE:

1. A Bibliography of Free & inexpensive Energy Education Materials, 8 pp., People & Energy Project, Washington, D.C.

2. Montana Renewable Energy Handbook, 1977, 36 pp., Montana Energy Advisory Council.

3. Energy Activities Packets. Contain objectives, concepts and classroom activities for K-12 science curricula. Specify grade level you desire.

4. Montana Energy Maps, specifies resources. Prepared by the Department of Earth Science, Montana State University.

OTHER:

5. Criteria & Process for Selecting Math/Science Programs, 2 pp., OPI Science/Math office.

6. Guidelines for Self Assessment of Secondary - School Science Programs, 70 pp. (\$5.00) National Teachers Assoc., 1742 Connecticut Ave. N.W., Washington, D.C. 20009.

7. Criteria & Process for Selecting Science & Mathematics Goals & Objectives, 30 pp., OPI Science/Math office.

B. Creative Problem Solving K-8, the University of the State of New York, the State Education Dept. Bureau of Mathematics Education and the Bureau of General Education Curriculum Development, Albany, NY 44 pp.

9. N.J. Holmes, J.J. Snoble; How to Teach Measurements in Elementary School Science, National Science Teachers Assoc., 1969, \$1.00, 12 pp.

10. Petty, M.C.; How to Record and Use Data in Elementary School Science, National Science Teachers Assoc., 1969, \$1.00 12 pp.

11. Bibliography of Instruction with the Hand Held Calculators K-12, OPI Science/Math office.

Math Competition

A math contest designed for students grades 7-12 has been scheduled for March 24, 1979 at C.M. Russell High School in Great Falls. Both team and individual events will be offered to competitors who will be classified by school size.

A complete description of the events and rules for organizing teams will be circulated this fall to teachers. Additional information will be available also at the MEA Convention in Great Falls.

CONSULTANT GARY HALL

SCIENCE & Math

Hints on How to Care for Living Things in the Classroom

1. A collection of clean aquaria, jars, pots and boxes of varying shapes and sizes, can be converted quickly into temporary (or permanent) cages, containers, and planters with mesh wire and jar tops used as covers.

2. Gloves should be used for handling frightened animals or prickly plants.

3. Students should keep a notebook or index cards on the plant's or animal's unique characteristics and behavior.

4. A resource library should be available enabling students to do further study on the plant or animal.

5. Whenever possible, plants and animals should not be moved in the classroom but should remain in one location.

6. Drafts, sudden changes in temperature, sunlight or proximity to ducts, radiators, and exits should be considered for both plants and animals.

7. Plants and animals should be placed in locations that lend themselves to easy observation and care by students.

8. Animals should have a house or dark corner in their cages where they can retreat, hide or rest.

9. Selection of the proper plants and animals for classroom observation, study and enjoyment should be carefully considered. Such factors as safety, adaptability, habitat requirements and behavior should all be noted before selection.

10. Provisions for food, water, sanitation and other needs must be recognized as a major responsibility associated with having living things in the classroom.

11. A few simple and necessary rules for the care and handling of plants and animals should be developed by the teacher and students.

12. Specific plans for daily care and the procedure for delegating responsibility should be made clear to students.

13. Holiday, weekend, and vacation care of animals and plants should be planned in advance.

arts IN EDUCATION

CONSULTANT KAY BURKHARDT

Music

The Montana Music Educators Association conference, Oct. 19-21, will feature workshops in Great Falls by Larry Eisman, nationally known general music clinician, and Dominick Spera, jazz educator from Indiana University. Three nationally known conductors will work with the All State music groups.

A concert in the Great Falls Civic Center, Thursday, Oct. 19, will be given by the Spokane Concert Orchestra Donald Thulean conductor. Light classic selections, will be visually interpreted through mime, and a unit on jazz will be featured.

Music workshops, designed for the general classroom teacher, will include how to adapt music to special education students. Also scheduled a "Listening in the Classroom," workshop.

Art

The Montana Art Education Association is holding its Oct. 19-21 conference at the Diamond S Hotel Hot Springs, Boulder. One of the themes of the conference, which is open to the public, will be Native Americans, their cultures, their art, and their importance to all educators. For more information please write Susanne Woyciechowicz, Missoula Elementary Art Supervisor, Box 205, Florence 59833.

Arts-in-the-Schools Program. Have artists come to your school for a week, teach the students and help in the arts enrichment of your programs. Write Pat Simmons, Mont. Arts Council, 235 E. Pine, Missoula 59801.

Arts and the Handicapped in the Schools. Interpretation of the federal laws has just arrived. Write us if you want more information.

Drama

Missoula Children's Theatre, Participative drama experiences are provided for students in your school or town, including a full theatre production at week's end. Contact: Jim Caron, Director, 723 W. Central, Missoula 59801.

Theatre-in-the-Schools Workshops for elementary or secondary levels are brought to your school. Write Pat Simmons, Mont. Arts Council, 235 E. Pine, Missoula 59801.

Dance

The Magic Movers. A movement/mime company specializing in participational performances for children ages 2-14. Contact: Dance Division, University of Montana, Women's Center 111, Missoula 59812 (243-4641).

Creative Writing

Poets-in-the-Schools Programs Week-long school teaching workshops are held by a visiting resident poet. For more information write: Pat Simmons, Mont. Arts Council, 235 E. Pine, Missoula 59801.

Teach From Tut

Language Arts: Have students make up own word pictures for today's concepts, then compose own "hieroglyphic" story. Discuss importance of Rosetta Stone.

Math: Research and compute early Egyptian modes of burial--pyramids and burial chambers--sizes, shapes.

Social Studies: Which animals and birds were important? How were their powers used by the Pharaohs? Which animals are honored today? (Ball teams, car models?)

Government: Discuss implications of Boy-King power age 9-1B. Compare Egypt's succession to power method to our own.

Religion: Pharaoh Akenaton, Tut's predecessor, precipitated great changes from polytheistic system (Amun) to a theistic system (Aton, the sun). Amun was re-emphasized when Tutankhamun became Pharaoh. Ankh was the word used for this life and life after death. Things needed after death were the same as for life. What things would today's youth consider necessary to take along after death, or on a trip to another planet?

Science: Consider the style, selfdiscipline and skill of scientific archaeological methods--drawings, diaries, measurements, photography, wax, solvents, brushes, transportation, heat/light/humidity, control of artifacts. How was gold treated for use in knife blades and jewelry? Research the genetic in-breeding of royal blood lines and the results of this practice.

Home Ec: Research Egypt's lavish and symbolic use of make-up and body beautifiers for both men and women. Compare with today's cosmetics, their uses and values. Recreate dress styles, fabrics or animal skins of Tut's time. Decorate a model contemporary room in King Tut style.

Art: Study, draw, paint, design or fashion two or three dimensional figures or animals into paintings, murals, furniture, sculptures. What are their parallels or interpretation in modern times? Study meaning of Egyptian symbolism and make jewelry showing Egyptian or American symbolism.

Music: When animism was the mode of religion, the sound of an object or animal was its voice. Discuss the voices of stone, wood, wind, storms, seas, trees, vultures and lions. Pottery clappers (kids can make) were used around 4000 B.C.; rhythmic wands were used by vintners and harvesters; upright reed flutes were thought to embody spirits of fertility. Drums were used; the earliest name was ben. Much of the early Egyptian music was molded by the Islamic Conquest in 641 B.C.

Drama/Dance: Act out, mime, use puppets, portray through movement/dance King Tut's reign, visiting his laborers; discovery of his tomb, excavation and research; people working or hunting; religious rites; temple building; Pharaoh's conquests; conquered people's (slavery and escape) feelings.

General: Divide class into two groups. Have each group plan, make, bury or hide artifacts and symbols of a culture. Have each group discover the other's artifacts; try to piece together what the culture was like.

Books available from the Metropolitan Museum of Art, 255 Gracie Station, New York, NY 10028, Att: Catalog Sales Dept. *Ones especially good for classroom use. Also see these books and slides at the MEA King Tut Workshop.

***Treasures of Tutankhamun**, 174 pages of outstanding text and colored plates of King Tut exhibit materials. \$6.95.

***Treasures of Tutankhamun**, 40 colored slides and tape of the King Tut exhibit pieces. \$14.95.

***Tut-enkh-amen and his friends**, a 50-page book of black and white line drawings, featuring many Pharaonic figures, gives excellent visual impressions of line, design, symbolism. \$2.50.

Wonderful Things: The Discovery of Tutankhamun's Tomb, 84 pages of text and black and white pictures representative of the King Tut subject in general. Not an explanation of the King Tut exhibit itself. \$3.95.

***Tutankhamun's Jewelry**, 48 pages of text (15 pages colored plates) describing details of Tut's jewelry and their symbolic meanings. \$3.95.



RITA BROWNLEE
READING CONSULTANT

reading newsletter

FOR YOUR INFORMATION

The booklet, **EVALUATING READING MATERIALS**, compiled by the Statewide Task Force on Reading is available on request. This publication outlines a process for reviewing materials and has a number of check lists for use.

The **MONTANA STATE READING COUNCIL** will hold its annual conference in Great Falls at the Sheraton Inn, Oct. 18-20. William Durr, Mary Ann Baird and Pat Koppman will be keynote speakers. Contact Marion Evenson, 542 Baarson, Helena, 59601 for further information.

WELCOME to Pam Sturdevant, assistant reading consultant, in the Office of Public Instruction. Pam will be working directly with the reading improvement program.

IDEA SWAP

An independent reading program in conjunction with the instructional reading program is important to encourage and sustain interest in reading. An interested teacher, good books and opportunities for independent reading are musts. The following suggestions can be adapted for use at any grade level.

► **Library Corner** - Good book promotion needs a special place along with a bulletin board display. Responsibility for keeping the corner neat and changing the display can be rotated through the class. Themes for the displays might be related to topics, popular authors or types of books.

► **Book Fair** - This is a good device for getting children involved in book reviewing with a purpose. A class or classes may assume responsibility for reviewing important books prior to the exhibit.

► **Oral Reading by the Teacher** - A technique used to introduce youngsters to different types of literature. This often will stimulate re-reading by children. Oral reading of part of a book - up to an exciting point - is an excellent motivating device.

► **Class Book** - Each child has one page devoted to a favorite book. The review could include a brief statement of what the book is about and the reasons it is a favorite. Encourage students to replace their pages when new favorites are discovered.

► **Letter Exchange** - Pupils can write letters to each other as a character from a book.

► **Headlines** - Writing provocative headlines for books, pasting them on a bulletin board, and encouraging students to guess which book it comes from can be stimulating.

► **Bookmarks** - A reminder of the student's favorite character or favorite part of the book can be illustrated and used as a bookmark.

PUBLICATIONS

(These are not necessarily endorsed by the Office of Public Instruction.)

The **Reading Idea Book**, edited by Bruce Raskin, designed by William Nagel. Department 6113, P.O. Box 818, Maple Plain, MN 55348. \$9.95. (A resource book developed for teachers by the editors of Learning Magazine and loaded with practical ideas, divided into four specific areas: classroom-tested teaching ideas, description of recent literature for children, detailed reviews of current reading materials, and in-depth analysis of many different theories and methods of reading instruction.)

Thinking Thursdays: Language Arts in the Reading Lab by Donna McKee Cleary, International Reading Assoc., 800 Barksdale Road, P.O. Box 8139, Newark DE 19711. \$3.00. (This 87-page book discusses a creative and humanistic method for approaching reading problems of the secondary student.)

FOOD FOR THOUGHT

"Are good and poor readers taught differently, and is that why poor readers are poor readers?" Professor Richard Allington of the State University of New York at Albany asked those questions at the American Educational Research Association's annual meeting and answered both with a "yes."

Allington came to his conclusion after observing students reading aloud in hundreds of classrooms. What he found was that teachers were much more likely to interrupt a poor reader than a good reader when he or she made a mistake--in fact, almost three times more likely to interrupt. And the kinds of interruptions were different. Poor readers, when they stumbled, were immediately stopped and asked to correct their mistakes. "You often see these kids looking up at their teacher, not at the book, and guessing 'was' or 'saw,'" Allington said. But, in contrast, when a good reader botched a word, the teacher usually ignored it or allowed the child to finish the sentence before pointing out the mistake. Some teachers even denied that they discriminated in this way, until they were shown charts of their different responses.

But is the difference significant? Allington believes it is. "Good readers develop a searching strategy," he told the researchers. "They learn to correct their own mistakes by thinking about what word makes sense in the sentence. But the poor readers are forced to rely on phonics and other cues from the teachers to get the right word." So the good readers find it much easier to move on to comprehension, the second stage of reading. While they are trying to make sense of a sentence, the poor readers are still struggling with sounding out the right word, he said.

Several other presentations made the same point. Interestingly, Richard Isakson and John Miller of Wichita State University found that good and poor "comprehenders" had similar "word identification skills." But what differentiated the two groups was their style of reading. The good readers used a variety of "semantic and syntactic cues" to make sense of a sentence, while the poor readers used a "decoding strategy" that focused their attention on single words. ("Education Summary," May 15, 197B.)

Reel News

NEW CATALOG TO BE READY SOON

In spite of a delay at the printers, the 1978-79 film catalog is coming along well. Final proofreading has been completed and all that remains is the actual printing and binding which should be completed by late October. At that time, each public school will be sent one copy, as will units of the University system, Vo-Tech Centers and private schools and other educational groups currently using the library. Additional copies will be available from the library at a charge equal to the cost of printing. Final details of this have yet to be worked out, but we anticipate a charge between \$4 and \$5 per catalog; order blanks will be enclosed with each catalog. Don't lose your copy because there will be a charge for replacements.

This catalog combines the previous system of one basic catalog and two supplements into one book and will contain the entire film collection. A great deal of time has gone into describing and recataloging many of the films to make finding the right film easier. Hopefully, you will also find some "sleepers"; excellent films that have been in the collection for a couple of years but that haven't been used fully because of improper cataloging.

We also are purchasing new titles for the first time in three years. If you have any recommendations, special requests or if you feel that we are lacking films in a particular area, please let us know and we will purchase in these areas as much as the budget will allow.

SHAKESPEARE, COMPLETE WORKS OF

In February PBS Television will begin broadcasting the first six productions in a six-year series that eventually will present the complete canon of the plays of William Shakespeare. The first season plays are: "As You Like It," "Julius Caesar," "Much Ado About Nothing," "Richard II," and "Measure For Measure." Recording rights for the use of the plays in the classroom have not yet been secured, but if you live in an area served by either the Spokane or Salt Lake educational channels, this new series of BBC/Time-Life productions will be excellent supplementary resources. In addition, a packet of classroom materials is being prepared which will include 3 posters, teacher guides, 3 phonograph records, record guides and ditto masters. We have requested 100 such free units for Montana and they will be available from the Library Media Program, Office of Public Instruction or directly from the PBS station serving your area. If your school is not connected

to the cable and you live in an area served by cable TV, please note that many cable companies provide service to schools at a nominal charge as part of their FCC public service requirement.

NEW FILMS

No. B993 - Skateboard Riding Tactics AIMS 1978 4-12 Color 2C Min.

Covers equipment check, protective gear, how to fall safely, maintaining control, regulating speed, surfaces to be aware of and many other hints to avoid injury, increase skill and help make the sport a pleasure for everyone.

(Safety Education)

(Skateboards)

(Accident - Prevention)

(Recreation)

No. 8895-8905 Like You, Like Me Series

A series of ten animated films, each six minutes long, for use in grades K-4 and each dealing with a different type of handicap. Also includes a 21-minute teacher training film (8905) narrated by Dr. William Cruickshank, Director of the Institute for the Study of Mental Retardation and Related Disabilities at the University of Michigan. He discusses the status of special education in recent years and, in light of P.L. 94-142 (Education for All Handicapped Children Act), stresses the importance of in-service training, continuing education for parents and community members and the development of new and innovative educational materials. Included in the film are three six-minute films from the series that illustrate the philosophy that people are more alike than they are different, have the right to function as independently as possible, and benefit from exposure to others. Because many teachers do not have training or experience in this special area, this training film provides answers to many of the problems they may encounter. Individual films in the series cover career awareness for handicapped children (8896), children in leg braces (8898, 8895), emotionally disturbed children (8901), epilepsy (8897), blindness (8902), speech and hearing impediments (8900), asthma (8899), mentally retarded children (8903), and artificial limbs (8904).

FREE FOR THE ASKING

"The Montana Data Book", compiled by the Department of Planning and Economic Development, is a one-inch thick stack of booklets on such topics as labor, personal income, government, population, vital statistics, social welfare, transportation, forest industries, agriculture and land use in Montana. It is available from the Library Media Program, Office of Public Instruction or directly from the Department of Planning and Economic Development, State Capitol, Helena 59601.

The Canadian Consulate General, 412 Plaza 600, Sixth & Stewart, Seattle, WA 98101 has a great number of free materials on all aspects of Canadian life, culture and economy for grades 4-12. These materials could be used for instructional purposes in French or social studies classes or could be used for decorative purposes in the library. Most foreign governments will provide similar materials through their consulates or through their embassies in Washington, D.C.

Health & Physical Education

CONSULTANT SPENCER SARTORIUS

Outdoor Education

What better way to make some future environmental decision than by first hand experience? It's learning and fun all rolled into one.

For outdoor education to be a useful educational tool, program values must be shown. A common question is, "What benefit does it have for our school system?" Probably the one most impressive value of outdoor education is that it's interdisciplinary. Educators have been talking about working together for years; outdoor education is a concrete way to do it.

Both physical and mental fitness are integral parts of outdoor education. Nature offers us her most beautiful setting for our "classroom." She gives us a beauty and peace of mind that cannot be duplicated in the regular classroom--the grandeur of Montana's western mountains, the vastness of the eastern plains, the sun reflecting on a clear, cold stream or the miniature world of a rancher's reservoir.

An outdoor program presents a student with challenges. In orienteering, it could be how to get from Point A to Point B using a map and compass, calculating the distance in meters and then figuring how many paces it takes to equal that distance. In survival, it could be building a shelter, starting a fire, or finding directions by the stars. It could be deciding how and what to backpack. It could be identifying edible plants and animals. The possibilities go on and on. Total group involvement is stressed. The development of an outdoor program provides a student with thrills not usually attainable in an indoor classroom. The student is excited and tuned in to the learning situation and has the chance to discover through experience things about themselves, others or their own environment.

What are the specific activities that tie into physical education? It could be as simple as an ecology walk or hike with the science teacher talking about wildlife, or the history teacher talking about the historical significance of the area. No equipment or facility is necessary. The walk could be expanded to cover backpacking, survival or orienteering, all of which can be done with a minimum of expense and close to or on the school grounds.

Archery, the shooting sports and hunter safety all lend themselves to outdoor education. With the tremendous hunting pressure Montana gets, programs of this type could reduce the number of hunting and firearm accidents that occur. Schools interested in this area can get resource materials from the Fish

and Game Department and in many cases, qualified instructors are available to the schools.

The outdoor education program is not limited to warm weather. Many winter activities may be included from skiing, snowshoeing and skating to survival. The number of deaths and injuries resulting from hypothermia each year could be reduced by teaching winter survival and safety techniques.

Outdoor adventure used to be a way of life in Montana's pioneer days. It is now a way for those in education to combine the past and the future.

Health--Physical Materials

Teachers interested in any of the materials listed below should contact Spencer Sartorius, Health and Physical Education Consultant, Office of Public Instruction, Helena 59601, 449-2500.

Films:

"New Pulse of Life"--Excellent up-to-date film on CPR training with easy to follow, step-by-step instruction. Jr/Sr High level.

"Coronary CounterAttack" -- Provides incentives and direction for physical fitness programs. Jr/Sr High level.

"What Makes Millie Run" -- Excellent motivational film for physical fitness for girls and women. Jr/Sr High level.

"John Baker's Last Race" -- Excellent motivational for general physical education. All grades.

"Every Child A Winner" -- Positive values of elementary physical education.

Video Tapes:

A five part, color video-tape presentation on survival done by Utah Dept. of Nat. Resources. Tapes available on $\frac{3}{4}$ " cassettes or $\frac{1}{2}$ " reel to reel. The five parts are: 1) The Psychology of Being Lost; 2) Survival Kits; 3) Fire Building; 4) Shelter Building; 5) Edible Plants and Animals.

Filmstrip:

"Very Much Alive" -- This deals factually and openly about the abortion issue.

Curriculum Information:

Shooting Sports Programs for Schools, Aerobics Programs, Trampoline Safety Tips, Health Resource Lists (State and National Organizations which provide free and inexpensive health materials).

Convention

The Montana Assoc. for Health, Physical Education and Recreation Annual Convention will be held in Helena October 19-20. All health and physical educators are invited to attend this event to be held at the Carroll College Physical Center.

CLASSIFIEDS

School Security Info Available

Individuals desiring information on or assistance with school security should contact the National Association of School Security Directors by writing 2538 South Ervy, Dallas, Texas 75215 or calling (214)421-1453.

This association can provide information in all phases of school security including establishing a school security program; selecting and purchasing proven equipment; and implementing successful prevention programs designed to improve the discipline of students and attitudes toward school and teachers.

Teacher exchange program to publish directory

For the school year 1979-80 there will be an Arizona Teacher Exchange Directory. The directory will list all Arizona teachers who wish to take an exchange in other parts of the U.S. for that school year. This directory will be made available to interested persons throughout the country beginning in January 1979. Teachers outside Arizona and interested in an exchange can consult the directory for information.

The directory not only will list Arizona teachers interested in an exchange but also will give a model plan for working out the details of an exchange. School districts could use or adapt this model to their own needs. Practical information related to such items as house exchanges also will be included.

For further information write to: Philip Evanstock, Exchange Director; Arizona Teacher Exchange Program, 7402 W. Catalina Dr., Phoenix, AR 85033.

It is the objective that the Arizona Teacher Exchange Directory will be a prelude to a national teacher exchange directory.

MASCD Schedules Annual Conference

The Montana Association for Supervision and Curriculum Development will hold their Annual Conference on November 1 at the Holiday Inn in Bozeman. For further information contact Kathy Miller, Broadwater School, Helena 59601.

Free parents guide to understanding tests offered

The *Parent's Guide to Understanding Tests* answers questions many parents ask about standardized tests.

The booklet is intended to help parents understand the various kinds of standardized tests that are given in the schools and explains how school administrators, teachers and counselors utilize test scores in educational decision-making.

A free copy may be obtained by sending a stamped, self-addressed envelope to Parent's Guide, CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940.

Class 5 Certification Changed

On September 1, 1978, the Board of Public Education adopted as permanent rules, Section 48-2.10(1)-S1040 as amended, concerning the Class 5 Provisional certificate.

Summary of Rule: The Class 5 Provisional certificate, effective immediately, will be a five-year, non-renewable certificate for all new, first time applicants.

Worth Watching

Tentatively scheduled to begin in October on PBS is a series entitled "Freestyles". This series, consisting of 13 half-hour dramas intended primarily for students ages 9-12, will explore new role model alternatives. These programs should provide excellent material for discussion on career alternatives.

Also, starting October 11 on PBS, five one-hour dramas entitled "Marie Curie," based on the life of the famous scientist, have been scheduled.

Gallatin Teacher Center Hires Personnel

The Gallatin County Teacher Center has hired an on-site coordinator and a demonstration teacher. The on-site coordinator is Nina Wilmuth who is currently a third grade teacher at Hawthorne School in Bozeman. Linda Bardonne, the demonstration teacher, is working on her masters degree in elementary administration at Montana State University.

Ms. Wilmuth will be attending an orientation meeting for Teacher Centers in Washington D.C. Sept. 24-26 along with other center directors across the nation.

MCTM announces appointments

The members of the Montana Council of Teachers of Mathematics last spring elected four trustees to their Board of Directors. Returning for their second three-year term were Terry Cypher, Dillon; John Trangmoe, Glendive; and Glenda Tinsley, Great Falls. Joining the board for a first term was Teri Messick, Bozeman.

The board elected the following officers to serve for the next year--Otis Thompson, Kalispell, president; John Trangmoe, Glendive, vice president; Linda Berg, Great Falls, secretary; and Bob Landis, Billings, treasurer.

Havre was selected as the site of the annual MCTM meeting to be held in the spring of 1979. Elementary, secondary and college educators will gather from across the state for the two-day meeting.

It was announced at the board meeting that Lee Von Kuster, Missoula, was chosen as a member of the National Council of Teachers of Mathematics Meetings Committee to serve for two years. He also serves on the program committee for the 57th annual NCTM meeting to be held in Boston in April.

Dan Dolan, Columbus, outgoing president of MCTM, has been appointed chairman of the MCTM Commission on Education of Teachers of Mathematics.

Correction

In the last issue of *Montana Schools* incorrect dates were given for the Montana State Federation of Teachers Convention in Butte. The correct dates are October 18, 19 and 20.

Historical Society Welcomes Students

The Montana Historical Society again this year welcomes visiting schools on field trips for the purpose of education in Montana's history.

However, because the Society has suffered minor damage due to improper supervision of students, future visiting groups must be supervised closely by the accompanying teachers and chaperones. In particular, students may not touch or handle paintings, sculptured pieces or other artifacts.

A filmstrip and tape entitled "A Love of Your Museum" are available on loan from the Society for groups planning tours. Teachers and administrators can make appointments for guided tours by writing the Montana Historical Society at least 10 days in advance.

OPI hotline activity

Christy Shandy, Reception/Referral Desk Manager, transferred 1,294 hotline calls from Montana educators and citizens to the Office of Public Instruction staff during the month of August.

Worth Writing For

The Montana Mayflower Society has for one of their projects the distribution of free copies of the Mayflower Compact upon request from the schools. Will you please make a notation in your copies of letters to the teachers.

Teachers may obtain free copies of the Mayflower compact for their students by writing Society of Mayflower Descendants, K. B. Copenhagen, Horizon Lodge, Box 306, Conrad, 59425.

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From the SUPERINTENDENT

Parent and public support of our Montana schools has nurtured an educational system through which most of us have enjoyed benefits either as educators or as students. Lately, however, I have heard several parents ask the question, "How can I get more involved in helping to recognize and meet my child's educational needs?"

I know that most educators welcome this type of cooperative attitude; but, I suspect that sometimes we may fail to involve parents and the general public in meaningful participation in our schools. In other words, how "open" are our "open door policies"? Educators who truly have the students' best interest at heart know that they must involve parents in their children's education. Now, more than ever, it is imperative that we rededicate our efforts to involve parents and the general public.

The schools belong to the people. As educators, we are partners with the people. It is only through this partnership that a quality education can be offered to Montana's youth.



GEORGIA RICE

Calendar

Oct.	2-4	Nat. Trade & Industrial Ed. Conf. - Minneapolis
5-6	ESEA Title I Reg. Workshop - Kalispell	
6-7	VICA/OEA/DECA Full Leadership Conf.-Bozeman	
6-8	Western Reg. K-12 Safety Ed. Conf.-Palm Springs	
7	Five Valleys Reading Council Conf. - Missoula	
8	DECA Teachers Meeting - Bozeman	
8-14	Nat. Schoolbus Safety Week	
9	Nat. Fire Prevention Week	
10	Nat. School Lunch Week	
11	Columbus Day	
12-13	Nat. School Lunch Day	
12-14	ESEA Title I Reg. Workshop - Helena	
18-20	6th Annual NASBE Convention - Hershey, PA	
18-20	Mont. State Federation of Teachers Conv.-Butte	
19-20	Reading Council Conference - Great Falls	
	School Administrators Conference - Helena	
	State Vocational Assoc. Meeting - Bozeman	
	Assoc. of Teachers of English State Convention - Great Falls	
	MEA Statewide Convention - Great Falls	
	Nat. Veterans' Day Observance	
	ESEA Title I Reg. Workshop - Billings	
Nov.	1-4	Montana School Boards Assoc. Workshops and Annual Convention - Great Falls
2-4	DECA Western Reg. Leadership Conf. - Boise	
7	Election Day	
7-10	Nat. FFA Conference - Kansas City, MO	
10	Assoc. for Supervision & Curriculum Dev. Fall Meeting - MSU	
11	Traditional Veterans' Day	
12-18	American Education Week	
13-19	Nat. Children's Book Week	
17-18	Adult Ed. Assoc. Annual Meeting - Lewistown	
20-25	Council of Teachers of English Nat. Convention - Kansas City, MO	
	Thanksgiving	

Montana schools

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6-mill levy
- 3 AG's Opinion - Private Schools
What's an IEP?
- 4/5, 6 Newsletters
- 7 unClassifieds

plus: Superintendent's column
and calendar

TO:

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